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University of
Nebraska at
Omaha

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No. 25

Loftus: Conduct Of Students Is 'Excellent'



Mike Loftus

The University of Omaha/University of Nebraska at Omaha has never had a campus security chief. This summer, the University of Nebraska Board of Regents approved Mike Loftus for the position of campus security chief at UNO.

Loftus brings a considerable amount of expertise to UNO. He has served on the Omaha Police Department for 29 years and acquired his knowledge of police science through the ranks. He retired with the rank of captain.

Besides his job as security chief here, Loftus also is in charge of security at the University of Nebraska Medical Center at 42nd and Dewey St.

In more recent years, security at OU/UNO was under the direction of Robert Krenzer, physical plant director. The campus security office on this campus is located in the Administration Building room 178.

GATEWAY: Why did you enter the field of law enforcement?

LOFTUS: I started with the Omaha Police Department in October of 1941. In my opinion, law enforcement is the stabilizer in our community. I became a law enforcement officer because it was my firm belief that our freedom of speech, freedom of movement and freedom of conscience are the end results of law and order.

GATEWAY: Are you setting up programs for training the campus policemen?

LOFTUS: Each officer has a copy of our Code of Conduct Booklet. Our security officers have a moral and legal obligation to protect the individual on campus, his property and the property of the University. We are ever mindful that without students, faculty and staff, there would be little need for campus security personnel. Security officers are aware they can only retain the confidence and respect of the faculty, students and staff by a constant and earnest endeavor to perform their duties in an efficient, honest, and business like manner and by exemplary conduct at all times.

GATEWAY: What is the security arrangement on this campus?

LOFTUS: Security people on both campuses are uniformed in a distinctive fashion. There is full coverage 24 hours a day by motorized patrol

and foot patrol. On occasions there are combinations of the two patrols. To accomplish our objectives, we patrol so that everyone knows we are on the job, yet we patrol in such a fashion so that no one will know where we will be next.

GATEWAY: Has the University hired more campus policemen?

LOFTUS: There are a total of 13 security officers on the UNO campus. This is an increase of three more officers than a year ago.

GATEWAY: How familiar are you with UNO's campus?

LOFTUS: The only connection I have had with the UNO campus is in the area of off-duty police work. I have covered OU/UNO dances for about 20 years and the conduct at these dances has been excellent. Also, my son Bill graduated from UNO and presently is a commissioned officer in the United States Marine Corp.

GATEWAY: What are your specific duties as pertaining to the title of "Campus Security Chief?"

LOFTUS: I direct all subordinates in the operations and activities of their assignments and do related work as required. I am responsible for the general supervision of all activities having to do with security and safety. This includes assignment of work and active participation in some cases. I am to assist with the correlation of all security and safety as it pertains to the University of Nebraska at Omaha.

GATEWAY: How many captains do you have in your command and what are their duties?

LOFTUS: There is a total of three field captains. They plan and lay out work for campus security officers and civilian employees under their supervision. The captains check on quality and performance through consultation, written reports, and personal inspections. They also instruct personnel in methods relating to University regulations and rules.

GATEWAY: What are some of the security officers specific duties?

LOFTUS: The security office must have a complete knowledge of the University's rules and regulations insofar as security and safety are concerned. Under proper supervision and direction, they are to serve as a traffic officer, patrol buildings and areas on foot or by radio car, give citations of traffic violations, give assistance to motorists and pedestrians on campus and to perform their duties in accordance with the rules and regulations of the University.

GATEWAY: What is the security officers usual procedure for handling persons or property?

LOFTUS: No employee of the Campus Security Division is to abuse orally or physically, any person during the performance of his duty. A campus security officer may use only such force as may be reasonably necessary to defend his person or to defend the person of another. Also, any conduct or action by an officer or employee of the Security Division, while on duty or in uniform, which brings disrespect, ridicule or justifiable criticism of the officer or employee involved, or of the Security Division, shall be subject to disciplinary action.

GATEWAY: Has there been any improvements in the communication network for the security force here?

LOFTUS: All of the officers carry Bellboys with them so they can be summoned by the switchboard operator.

GATEWAY: What does your wife think of your new job?

LOFTUS: She knows that police work has been my life and she is glad that I'm going to stay in the field. She knows that there have been times when I've felt that I have done a good job and times when I've felt that I have done a poor job. She says I've learned to avoid my mistakes and have learned to repeat the things I've done well as a police officer.

Teachers Need Freedom to Convey 'Recipes'

By JOHN HOLT

The child who has been taught in school to stuff his head with facts, recipes, this is how-you-do-it, is obsolete even before he leaves the building. Anything he can do, a machine can do, and soon will do, better and cheaper.

The chief products of schooling these days are not what we need—inventiveness, flexibility, resourcefulness, curiosity, judgement, and a love of life and living things. They are instead stupidity, ignorance, incompetence, self-contempt and contempt of others, alienation, apathy, powerlessness, resentment, and rage.

We must get rid of the idea that education is different and separate from life, something that happens only in school, or when nothing else is happening. Everything that happens to us, everything that we do, educates us, for good or bad.

All teachers must have, like doctors with patients or lawyers with clients, the professional freedom to work with their students as they think best. We should do away with lesson plans, fixed schedules, required curricula, prescribed texts, censorship, supervisors—the whole deadening, humiliating, intimidating regime under which most teachers have to work.

People should be free to find or make for themselves the kinds of educational environments and experiences they want their children to have. Anything in law that makes this impossible or even very difficult should be changed. School is neither jail nor the Army.

We should abolish compulsory attendance laws. (Mississippi, for other reasons, already has.) A child, fully alive and alert, finding out what he wants to find out, learns more in an hour than most students learn in school in weeks or months. Schools are only one place, among many, where children can learn about and grow into the world. Let them compete with other educational resources for the time and attention of children.

We should abolish all certification requirements for teachers. They don't make teachers

We must get rid of the idea that education is different and separate from life . . .

better, usually make them worse, and keep or drive many excellent people out of the profession.

We should abolish the required curriculum. Children want to learn about the world and grow into it; adults want to help them. Let their work together grow out of what the children need and want and what the adults have to give.

We should abolish all compulsory testing and grading, and the required use of so-called intelligence tests and other psychological prying. We should establish by law that any and all records

of what a child does in school are the exclusive property of him and his parents and should go with him when he leaves school.

Every school charging no tuition and open to all should be considered an independently run public school and entitled to tax support per pupil-day on the same basis as state-run schools in its district. There is no reason why the state should have a monopoly on public education.

We should radically revise all laws that deny children the right to work, travel, and live independently. Laws once passed to protect children now oppress more than they protect. We should not deny any child the right to take part in society as fully as he wishes and is able.

Students of any age should be able to get academic credit, as some college students now do, for holding down a job, paying or volunteer. We tell children to go to high school to prove they can hold down a job; if they can do so without wasting years of time in school, why not let them? Better yet, schools should get out of the business of granting credential as the proof, and only proof, of job-worthiness. Diplomas do not prove competence; why pretend any longer that they do?

Students, whose time is taxed by the schools, and who really know and care about them, should be able to serve on schoolboards, and to vote in school board elections.

(Continued on Page 5)

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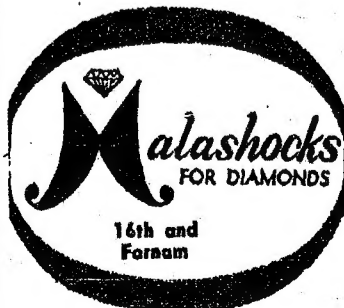
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'I'm Doing What I Want' Says Poli Sci Prof Lambert

By SUE PETERSON

"An individual who finds his own work is helping others, as well as enjoyable to himself is fortunate." Such an individual is Dr. W.C.B. Lambert, political science professor at UNO.

Dr. Lambert is originally from St. Louis, and got his degrees from George Washington University. "I was always interested in political science. It was at Washington University that I was finally convinced that I wanted to teach." It was one of Dr. Lambert's teachers, who finally influenced him the most. "His name was Arnold J. Lien—he was a great teacher and a very human man. He was one of Woodrow Wilson's 'fair-haired boys.'"

"I was simply lucky to be able to do what is important and what I enjoy doing," says Dr. Lambert. His family was the founder of Lambert Pharmaceutical Company, and he worked for five years in the chemical business. "I had the determination to teach over the opposition and reluctance from my family. I was something of a rebel. I agreed to try the chemical business, and did for five years. I knew I could do it, I did do it, but I didn't like doing it. There was certain path cut out for me. I was able to say 'thank you, but it's not for me. I'll be happy to try it for a while.' I always knew during that brief time in the business that I wanted to teach political science."

Dr. Lambert has a long list of universities behind him. He was chairman of the political science department at Knox College in Galesburg, Ill., taught at Vanderbilt University in Nashville, Tenn., and in Heidelberg, Germany.

It was after he received his doctoral degree from Washington University, that he took a

teaching position at the Neue Universität in the Heidelberg University. He taught international law and American foreign policy there for two years.

"I was offered a reappointment, but refused. When I came back, I accepted an appointment on a Ford Foundation Grant to try to help improve collegiate education in the state of Arkansas. I served five years at Southern State College in Magnolia, Ark., and at the University of Arkansas at Fayetteville." Following his teaching in Arkansas, Dr. Lambert took a host doctoral grant at Duke University before coming to UNO.

Why UNO?

"I am from the Midwest—I like it. I taught at private schools—Knox College and Vanderbilt University—but I am committed to the idea of public collegiate education. I feel young people are important to be with, and they should have the advantage of equally good teaching whether they go to a public or a private school. I went to Southern State College because I wanted to help it grow. I came to UNO for the same reason."

Dr. Lambert feels that his experience in business was important. "It takes age and experience to arrive at the knowledge of what you can do. I could mix economics and political science in the chemical business, but that doesn't interest me. I want to teach."

An important thing to Dr. Lambert is learning the secret of "a quiet mind." It involves having faith in something larger than you are, and more enduring, the intelligence to know what you can and cannot do, the health and energy to do it, and the love and support from those nearest and dearest to you. I enjoy working with

young people; watching a young mind mature. I'm doing what I want to do. I have the best of all possible worlds."

TV Slate

Several Christmas specials will spank both the day and evening programming on KYNH-TV, Channel 26, in coming weeks.

Leading off the holiday-oriented programs will be a 15-minute performance of Benson High School's Brass Sextet.

It will be shown 10:55 a.m., 5:45 p.m. and 7:30 p.m. on Dec. 16 and Dec. 23 at 5:45 p.m.

A full hour of Christmas music will be presented by the Madrigal Singers from the Lincoln campus on Dec. 21 at 5:45 p.m.

A full hour of Christmas music will be presented by the Madrigal Singers from the Lincoln campus on Dec. 21 at 9:00 p.m.

The UNO Camerata Women's Choir will perform Dec. 21 at 10:00 p.m. and on Dec. 23 at 10:00 p.m.

A special program, taped during Sunday's Town and Gown orchestra concert will be aired Dec. 21 at 7:30 p.m.

Directories Here

Student directories are now in the cloakroom of the Student Center. Show your I.D. card whether you are a full or part time student.

H. R. Applications

Applications for nominations for the First Annual Human Relations Awards can be obtained from the chairman of the University Senate Human Relations Committee, Johnny Simmons. Simmons can be contacted through the Student Senate Office, MBSC 301.

STUDENT TRIPPERS

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'Credit by Exam' Policy to Be Studied

The Student Senate passed a resolution requesting the University Senate Council of Academic and Curricular Affairs to conduct an investigation of the credit by examination policy.

A credit by examination policy was approved by the University Senate in 1969. The Senate felt the policy had not been publicized enough, and there has been no chance to examine the program.

Illegal Parking

J. C. Casper and Jim Zadina reported a Fairacres parking incident. They said Thursday there were five Cadillacs parked in front of a Fairacres residence at 64th and Chicago Streets.

When they called the police station they were told the cars had "a special permit to park there." Casper said this was in direct violation of the promise made earlier by police officials that they would respond to a student call on illegal Fairacres parking.

Casper felt this proved "the city sure isn't on our side." Zadina said they now had to "find out if the permit was granted before or after we complained."

CCS Senator John McFarlane was approved by the senate as a member of the University Parking Appeals Board.

The appointment of Sam Altshuld as a Student Court Justice was referred to the Judicial Committee.

Wild on Regents

Senators passed a resolution that "respectfully petitions" the Board of Regents to install the three state-campus student body presidents as ex-officio Board of Regents members.

The senators also feel students should have a list of improvements, compiled by the President and Regents, "including lights and an artificial turf on the football field as one of the University's top priorities."

Bank Index System Key to CUA Success

Keith Maw, graduate of UNO with a B.A. in Urban Studies, serves as this year's data bank coordinator.

This service began in the summer of 1969 with the purchase of the McBee Index Unit. It is funded in part by the Economic Development Council of the Omaha Chamber of Commerce.

As coordinator, Maw tries to put together resources they have available. Dr. John Nye, staff director for the Center for Urban Affairs, was the first coordinator for the project.

Information for the bank is gathered from scratch and the service is open to any person or organization. It provides information that may not be found anywhere else. Maw hopes more and more people and organizations will take advantage of the data bank as it

becomes more of a user-oriented facility.

Latest information added includes the study on manpower and education in the Omaha area. This has been put together by John Cunningham, part-time CUA staff member.

In process now is the changing of the index system to a KWIC (Key Word in Context). This new system for indexing makes it easier to pull information out of the data bank.

Working with the Creighton University drug abuse education information center, the CUA helps store and gather information. "The final payoff of the data bank or any urban information system lies in its abilities to provide service to the community," remarked Maw. "The result of all the effort gone into this thing should help to smooth out the process of solving urban problems."

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A PLAN FOR STUDENT GOVERNMENT

Rumors have been flying since school began in September about candidates for Student Body President next spring. Names like Tyler, Casper, Zadina, Lohmeier, and Wild.

I have a consideration . . . at least, I've considered it a long time, that has harbored long hours in my head.

WHEREAS, the student government of the University of Nebraska at Omaha has repeatedly shown itself incapable of government, and

WHEREAS, the student government has proven itself capable of little effective action, and,

WHEREAS, the student body has demonstrated time and time again its disinterest, and

WHEREAS, this indicates student government doesn't know where its interests lie,

BE IT RESOLVED, that something has got to be done about student government.

There are several ways it could be changed. This is but one.

First, someone with courage, vigor, and intelligence should apply for candidacy. Then he should present the PLAN to the students.

THE PLAN

1. Promise that, if elected, you and your vice-presidential candidate will donate your salaries to SPO. The \$3,400 involved could make you genuinely popular.
2. Make it clear a vote for you is a vote for the abolishment of student government.
3. All money now used by student government would be used for student services. This would eliminate the \$23,000 plus being wasted annually by student government.
4. Say, "a vote for me is a vote for student services," and mean it. Propose the institution of a Student Services Board. You, the candidate, could be Student Services Director.
5. Come up with a fairly representative election system for the Board.
6. Stress that everything in the student activities budget, except student government, is in some way a student service. Why have a student government in charge of student services? Let's have student services in charge of student services.

There are a lot of valuable side affects to the plan. First, it would get rid of the self-denying term of student government. It would also bring services into real focus. Without a student government over it, the Student Services Board could promote, invest, and work only for the acknowledged material interests of the students. No theories of student power or rights can take hold on this campus in its present framework.

As things stand now, student government was instituted some time ago by the University President. It just became. It was not created by student demand. The students have proven repeatedly through elections there is no demand. You can't have government from the top down, especially a student government. It has to come from the students.

With a Student Services Board the student body could feel safe. They'd know there were people working for their interests. They wouldn't have to worry about people playing all kinds of politics. The Student Services Board would administer the activities budget.

The plan would let those people who want student and unitary government get one. They would have to start from the bottom. A lot of our present student government honchos got elected partly through unitary government planks.

Without a student government they could work on unitary government. Or a real government. It would free them from the "good nigger" role they now play. It would free the student body from the ignominy of being represented by a bunch of "good niggers."

Todd Simon



TOO CLOSE FOR COMFORT . . . Two cars met each other last Thursday in the crushed rock parking lot in front of the Student Center.

THE OPEN GATE

Letters Should Be Typed and Double-Spaced. Content Left to the Authority of the Editorial Board
We reserve the right to edit letters over one and one-half pages.

SPO Supports Freeloaders

Sir:

After witnessing the colossal waste of student funds on the Youngbloods concert, our observation is that the only persons who were not bored enough to stay were non-students, the quality of the group notwithstanding. Why are student funds used to provide a bargain rate concert for non-students? The reaction to the concert indicates that S.P.O. is out of touch with the Student Body.

Why can't we get a straight answer as to where our \$30 per semester goes? Why must some pay for somethings that they never benefit from? Why not charge for the concerts and

special activities so only the interested beneficiaries pay, and the non-interested are exempted from giving free loaders a free ride?

At Creighton non-students are excluded unless accompanied by a student.

Why not combine Creighton, the College of St. Mary's, and UNO and get a real group like Simon and Garfunkel, Johnny Cash, Creedence Clearwater Revival or Neil Diamond?

Paul Leibman
Marsha Moon
Karen Tighe
Karen Schwarzlander

Being In Love Is 'Earthy'

Sir:

I would like to address this letter to the writer of the article about the Youngbloods and to anyone else who "just couldn't relate" to their music.

First of all I cannot understand how any person growing up in this American tradition could call the Youngbloods' music unrelatable. Not only were their songs about very earthy events: truck driving, the blues, being in love; if anyone had taken the time he could have felt the warmth and sincerity radiating from this band. It was very nice to go to a concert where more was being said than, "Rah Rah, we take dope, we burn our draft cards, let's blow up the ROTC building," or even say, "Simple Simon says I think I love you copoopeedoop." I think SPO should be complimented, not only for this concert but for their decision to bring a variety of entertainment to this campus rather than just blow all the students' money on one \$20,000 band and two hours of entertainment.

To the students who left the concert I would like to say that if you go in a building with one small limited conception of what good music is based on what you have heard on top 40 radio, then you don't deserve honest artful performances, like the one given by the Youngbloods. Not only did you miss the point but perhaps even worse you possibly have a closed mind incapable of understanding something you have never before experienced. Perhaps the problem was that too many people expected the flashy dress and stage antics which have become, I believe, a good commercial vehicle for selling an act.

The Youngbloods were instead four very mild mannered, spontaneous, friendly young gentlemen who tried very hard to express only one thing, honest art. I don't believe they wanted anyone to tear off their clothes and yell freedom, or any young females to drool over their tight-laced shirts and checkerboard bell-bottoms. They have a good time playing and anyone open-minded enough to pick upon what they're doing has a good time listening. As for the people who left the concert, thanks, it made the atmosphere for everyone else much more enjoyable. And by the way it wasn't just "old market goers" who liked the band. I'm not going to let you get away with building boundaries around this school and closing out good entertainment from the rest of the UNO students because of your lack of sensitivity. When Cannonball Adderly comes to this campus, if you "can't relate" to that concert you're going to have to find a better excuse than poor acoustics. Even though the acoustics were poor, which no band in the world can do anything about, the rest is up to the audience. If you are not pleased with a certain kind of music it should tell you more about yourself rather than all UNO students and Nebraskans, as your sweeping generalizations try to show. In the interest of fairness I don't think anyone would consider someone who liked the concert "a stoned freak" nor anyone who didn't like it should be called "a hick." Rather next time let's all try to be a little more open-minded and do as the Youngbloods said, "Get Together."

Denny Karlik, Senior

Micro-Mini vs. Heavy Girl

I'm totally disgusted with the indecency shown by girls wearing the micro mini's on campus.

Seeing a heavy girl reach, bend and stretch in these short skirts leaves me cold.

The short skirts aren't fashionable. The wearer looks immodest and unladylike.

Besides the above, with winter approaching, one would think longer skirts, the midi or

maxi, would be worn for warmth.

Morally it's wrong to expose one's body unbecomingly. I believe something should be done to enforce a dress code—all women should wear modest outfits.

Soon the women on this campus will be discarding skirts altogether, they're so short anyway. Girls might as well save money by using a hip length sweater.

J.W.—An Old-Timer

Help Others Succeed—Flunk Out

By JOHN MALONE

Oh, really? You received a 50 per cent on your chemistry test—third highest in the class; gee, that's just terrific.

Oh, really? You received a 50 per cent on your chemistry test—third lowest in the class; boy, that's terrible.

The simple fact of the matter is good students are made by bad ones. Because students are in competition with each other, the prime object in the classroom is to out-score the opposition—much like a basketball game.

Competition has been so promoted throughout institutionalized education that mastery of subject matter is of secondary concern. First and foremost, beat that other guy—mourn over his success and rejoice over his failure—because he is the key to your success or failure.

Let's talk about grading systems. Without question grades achieve one objective: they train people to do what they're told, when they're told, and how they're told. And that purpose, friends, seems to be an all-too-prevalent emerging educational theme.

Little Pots of Gold

Psyched-out educational psychologists look upon grades as a necessary reinforcement for learning. Grades are the little pots of gold at the end of a dreary classroom rainbow. The problem is that students eventually see grades as an end in themselves. Academic success is measured by the almighty G.P.A., not by knowledge.

Jerry Farber, whom I have used as a reference often, tells the sad tale quite succinctly. "Oddly enough," writes Farber, "Many of us understand all of this and yet remain convinced that we need to be graded in order to learn. When we get to college, twelve years of slave work have very likely convinced us that learning is dull, plodding and unpalatable. We may think we need to be graded . . . but in fact, we've been had."

If you still think that students would rather acquire knowledge than high grades, consider the logic behind cheating. By cheating on a test one attains a good grade but no knowledge whatever. Armed with our ideals we point out that this person is really the loser. But why do we get up in arms when we discover a classmate cheating?

What about the countless thousands of college students that stay up all night before the day of a big exam. Is this learning? How much of that "learning" is going to remain past the test?

Competition Detrimental

The competitive aspect of the grade seekers is often detrimental to the learning process itself. I've been in several classes where, when the professor mentions, "There will be a test next week," four hundred eight five hands shoot into the air.

"How many questions?"

"Is it going to be a multiple-choice test?"

AND SO ON.

After 50 minutes of questioning, the professor says, "Well, that about wraps it up." Meanwhile, the grade-junkies get together and decide what questions will be asked. After that, it's over to the Prom Town House to see the test files in case the professor is giving the same old test.

The post mortem session the day following the test is even worse. The instructor gives an elaborate explanation of his curving procedures, filling the blackboard with graphs and charts.

Then each member in the class asks why he lost two points instead of one on question No. 38b.

It gets worse, folks. The test is handed back; that is, the answer sheet is. The professor fears if he hands back the test itself it will end up in the Prom Town House. Then the student realizes why he got No. 6 wrong. He filled in "B" instead of "E." He will remember not to do that next time.

Grade Junkies Learn Early

In grade school, I witnessed some real clever grade seekers. At the beginning of class, several students would get together and decide to "play dumb" so that the teacher wouldn't cover very much material. Such featherbedding assures higher grades.

So now we see grades not only as a poor indication of knowledge, but oftentimes as a deterrent to learning itself.

So why do we keep grading systems?

Some people maintain we need grades to give us self-discipline. Have you ever witnessed a truly good chess player or car mechanic? He sure as hell doesn't need grades to discipline himself to learn his field.

Some maintain grades are needed to evaluate people for the business world (the real world). Why don't universities tell business that's not what schools are for? (For the answer to the above question, see *The Closed Corporation* by James Ridgeway.)

Pass-Fail Doesn't Make It

But if we didn't have grades, how would students be judged as to their achievement? The pass-fail system? I don't think so.

Even the pass-fail system punishes failure. Not only does a student have nothing to show for his money, but he is punished for trying. Whatever happened to that age old saying, "It is better to try, and fail . . ."

How about just giving credit to students who complete course requirements? Sounds pretty fair. This eliminates competitive learning, and takes a heavy load off students by eliminating chronic worry.

Lest I play the student's harp too loudly, let's not forget the other half of the grading contract—the grade giver.

Teachers Victimized Also

In all my experiences in talking with teachers, I haven't run across a single one who defends grades as an indication of knowledge. As a matter of fact many insist grades are virtually meaningless.

Teachers oftentimes see grades as a silly little game they are forced to play. Many devise complex methods of skirting administrative demands for grading. Consider and sympathize, if you will, with a teacher who has had enough enthusiasm for a subject, after going through the same junk you and I are experiencing now, to continue in that field and achieve a doctorate.

Here is a person who (often times) is engrossed in the subject he teaches, and is actually EXCITED to pass his knowledge on. Then, when he gets into a position to teach, he has to play infantile grade games that supercede his true purpose in teaching. I often wonder how these people can stomach such nonsense. (Why don't they say "NO.")

Well gang, "that about wraps it up." Only remember next time you see one of us flunkies, don't look upon us as degenerates, and don't call us "under-achievers." A simple "thank you" will suffice.

Next issue: Monotony and boredom have overrun the classroom—not to mention students.

'Gateway Gets Yawns Too'

Sir:

This letter is in reference to your editorial concerning the recent concert by the Youngbloods. It is obvious that your editorial board knows little about responsible editorializing.

Your editorial discussed many irrelevant matters. As an example, your editorial noted that one number was dedicated to the Taj Mahal fans in the audience. "The majority who weren't Turkish bath lovers yawned" was your observation. How many did you poll? People yawn when they read the Gateway too. Poll 'em!

You seemed to break the audience down into three groups: bootstrapper, students and "others." The one student who you quoted as saying he enjoyed the concert was put into the "others" category. This seems to discredit the person who enjoyed the concert.

In an attempt to be objective (maybe it was by accident), you noted that this one person who enjoyed the concert "probably didn't obey the no-smoking signs." Are you attempting to say he was high on drugs? That's a mighty serious charge to make.

Perhaps the Youngbloods were not suited for the UNO audience. Would a bubblegum group please everyone in the audience? Would an individual singer have universal appeal? Would any act be able to stage a successful performance in spite of the poor acoustics? The latter was the major problem yet it was merely cited in your editorial!

I wholeheartedly agree with your paper on one point, however. You noted that "somebody goofed." It was the Gateway!

Sтивен Gottlieb

Ed. note: Mr. Gottlieb's points are well-taken concerning the Youngblood's concert. It's a

shame he still remains a minority voice at UNO. For those of you who are concerned there is a Concerts Committee this afternoon at 3 p.m. in MBSC 234. You will have a chance to voice your opinions on concerts in March, April and May. Getting back to Mr. Gottlieb, we didn't have time to poll the non-Turkish bath lovers. They were already out the door. FOR OUR READERS: By the way, Mr. Gottlieb doesn't yawn when reading the Gateway because much of the time he's seen bothering fellow staffers in our office.

Education?

(Continued from Page 2)

In all schools we should give much more time, money, space for all the arts, and for developing physical strength, fitness, and skill. Sports, athletics, games are too important to be just for the varsity. In fact, our professionalizing of sports, down to the high school level, is the greatest enemy of general health and fitness that we have.

For part of people's lives, we tell them they can't get out of school. Once they are out, we tell them they can't get back in. Let people, of whatever age, use schools the way they use libraries, going in if and when they want, for their own purposes. All this talk about admissions requirements and standards has nothing to do with education or learning, but only with institutional vanity. The library, the theater, the lecture hall, the museum, do not test people at the door to make sure they are good enough to use them. Why should schools?

The Gateway



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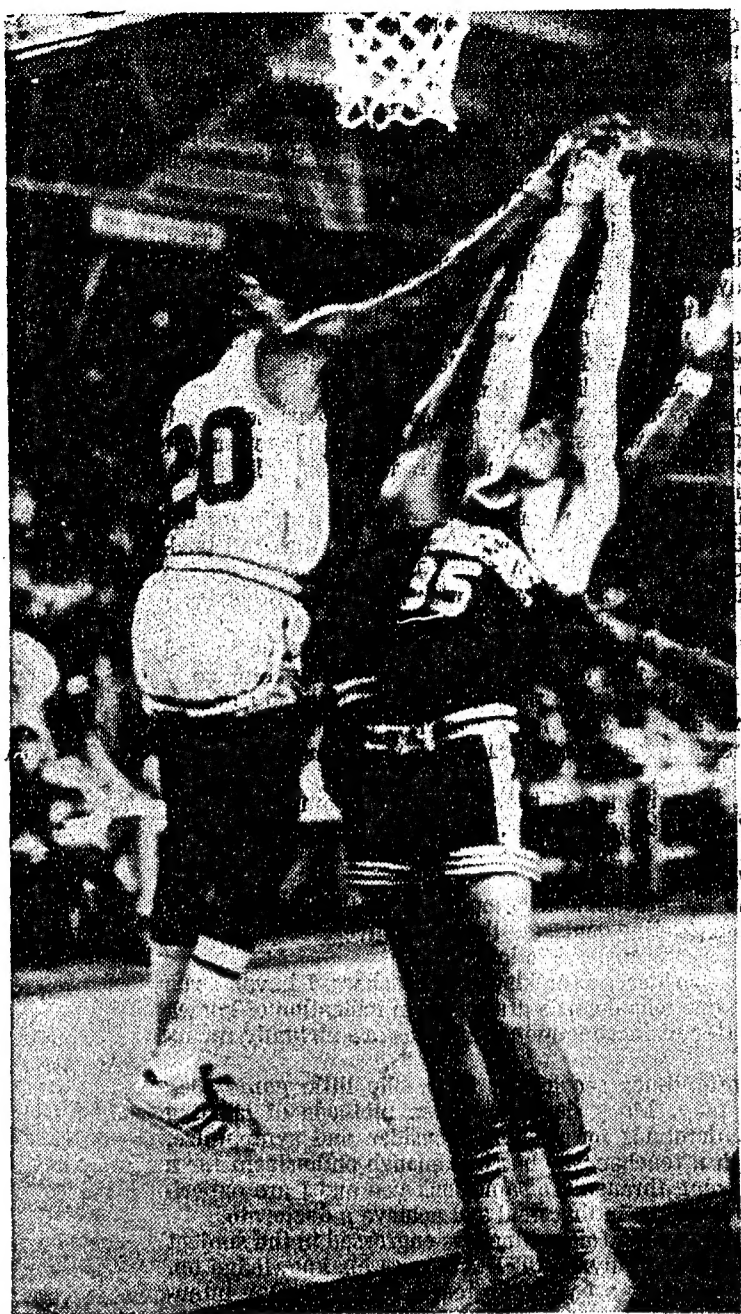
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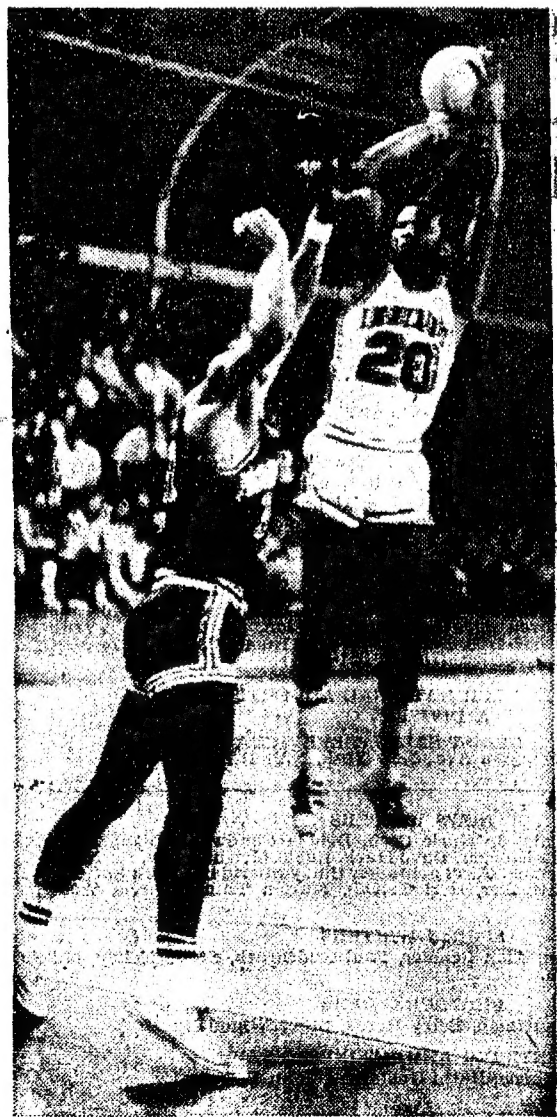
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Mr. Offense Shoots For All-American

A Look at a Star



Working on defense, Allen leaps through the air to block an attempted shot. Notice how far he is off the ground.



The classic Allen shot . . . He has amazing jumping qualities for a 6-3 forward.

The fate of the 1970-71 UNO basketball team may rest in the capable and experienced hands of Arthur Allen. An Omaha Central High graduate, Allen played two years on the varsity, where he was Nebraska high scorer and an All-State selection.

Allen spent his freshman year at Creighton University after turning down a scholarship offer from Wichita State University. He ended the season as the second highest scorer on the Blue-jay freshman squad, outscored only by the great Bob Portman, who is now playing professional basketball with the San Francisco Warriors of the National Basketball Association.

Since coming to UNO, following a two year lay-off in which he sharpened his shooting in many sandlot pick-up games, Allen has combined his tremendous playing abilities with outstanding leadership qualities. Last year Allen was rewarded for his efforts by receiving an Honorable Mention All-American Award after finishing the regular season with an impressive 25 points and seven rebounds per game averages.

Allen is looking forward to the Indians having a fine season due to good team depth and a number of returning lettermen. Every player must concentrate on improving in certain areas. Allen is trying to improve the defensive phase of his game. He feels this area is his weakest point. Allen is also looking for a chance at the pro basketball wars following his career at UNO and feels he has an excellent chance to stick with some team if he can improve his defensive play. Allen gives much of the credit for his improvement and development into a star to Coach Bob Hanson. He says Hanson himself did more in one year to improve his game, especially defense, than any other coach he has played under.

The 6-3 forward had an ankle sprain during the pre-season workouts. However, Allen has shaken off the injury which is good news as far as Coach Hanson and UNO basketball fans are concerned.

Known around the Rocky Mountain Athletic Conference as "Mr. Offense," Allen is already starting this season where he left off last year . . . scoring points.

In the opener against St. Benedict's Allen popped in 22 points in the Indian 82-62 victory. Against Morningside Allen was used sparingly, as he produced 10 points. In the Kearney St. loss, the lanky Allen found the range and scored 31 points. Saturday night, against Buena Vista, "Mr. Offense" tallied 29 points.

Allen already holds the record for scoring most points in a season, 646, but at the rate "Mr. Offense" is scoring, he may break his own record this season.



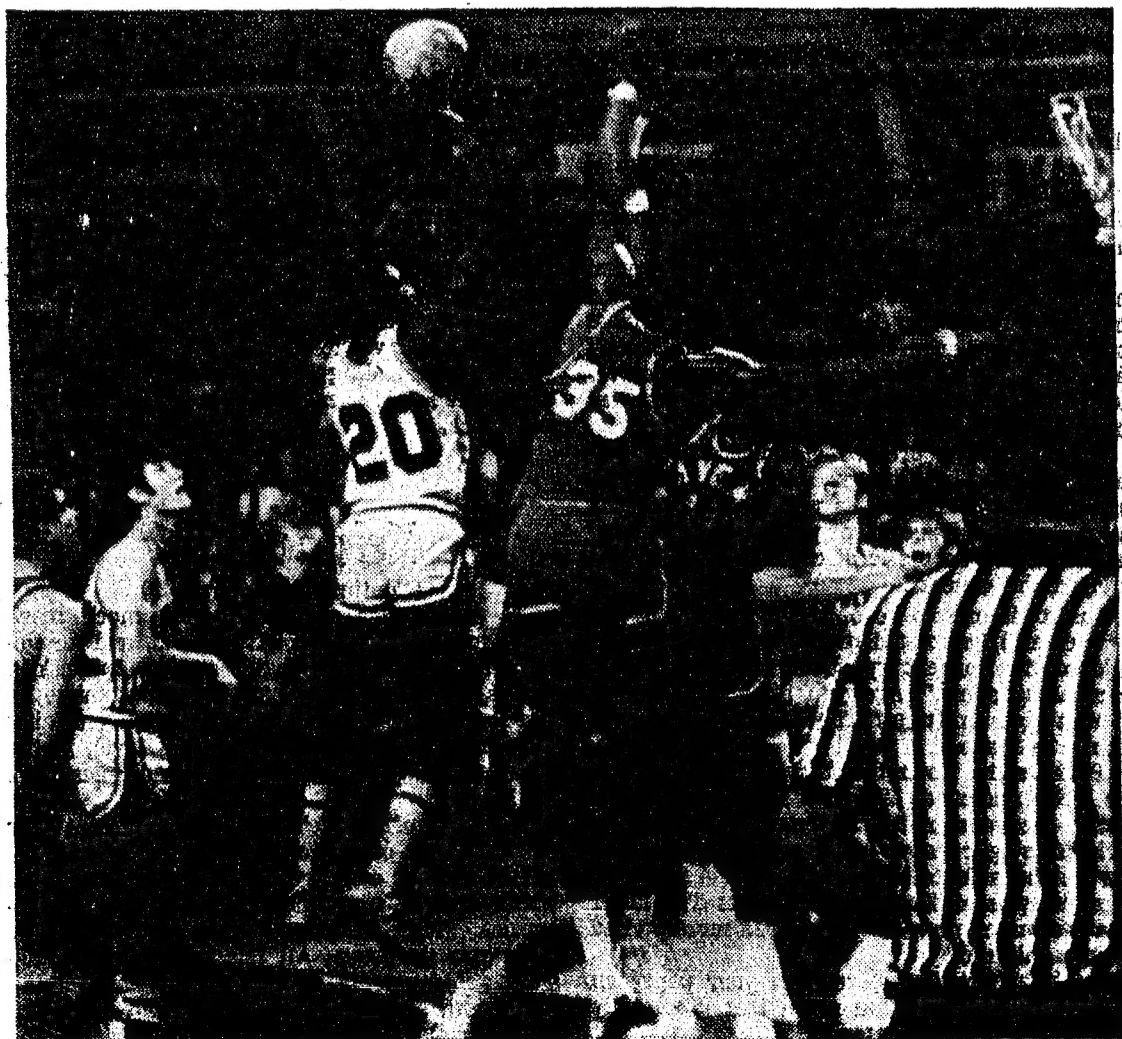
"Mr. Offense" banks in a shot against Morningside.

Story by

Bob Dean

Photos by

John Windler



Allen is versatile in that he can shoot with either hand. Against St. Benedicts, Allen springs into action as he is about to connect on a 15-foot one-handed jumper.

Indians Make History In Rout Over Beavers

By PAUL GUDENRATH

The UNO cagers set a new school scoring record as they rolled over the Buena Vista Beavers, 102-83 last Saturday in the Fieldhouse.

The previous record was set in the 1956-57 season when the Indians downed Simpson College 99-96.

The record breaking field goal by Bob Kennedy with 14 seconds remaining was the crowd pleaser for 1,750 fans. Kennedy hit the record points on a driving lay-up and was fouled on the play. He added the foul shot and Butch Taylor hit another to set the new record.

Art Allen led all scorers as he popped in 29 points. Paul Sieczkowski put on a fine performance as he hit for 21 points and was a definite standout on defense. Merlin Renner captured rebound honors by pulling down 12.

UNO came out cold to start the game and it wasn't until late in the first half before they could hit consistently. Both Allen and Mark Langer were off their pace from the outside. Sieczkowski again kept the Indians rolling by hitting key shots throughout the opening minutes.

The Beavers seemed to lose their composure as they committed 33 fouls during the game. Three regulars fouled out from the mistakes. John Heitshusen and Mike Binder had 14 point performances for the Beavers.

The Indian defense was the game clincher in their record win. Ballhawks Langer and Sieczkowski harried the oncoming Beaver guards as Henry Berry, Renner and Allen tied up their men in a tight man-to-man defense.

The Beavers were in conten-

tion through the first ten minutes of the game due to the Indians cold shooting. Allen finally found the range late in the first half and through the second half as he paced the Indian victory.

Buena Vista	FG-A	FT-A	PF	TP
Harper	2-2	3-4	5	7
Christensen	2-2	0-0	3	4
Engstler	2-7	0-0	3	4
Coker	4-17	2-3	5	10
Heitshusen	6-9	2-3	2	14
McFarland	4-4	2-2	1	10
Binder	3-7	0-0	2	6
Johnson	6-7	2-3	5	14
McDonald	2-7	2-2	3	6
Maas	1-8	6-9	4	8
Totals	32-83	18-26	33	83
UN-Omaha	FG-A	FT-A	PF	TP
Allen	11-23	7-8	0	29
Berry	4-10	2-4	2	10
Renner	2-4	3-6	4	7
Sieczkowski	8-10	5-7	2	21
Langer	4-16	5-7	1	13
Taylor	0-2	1-5	4	1
Gwaltney	4-7	0-5	4	8
Petersen	2-3	0-0	1	4
Kennedy	1-3	1-1	0	3
Ksiazek	1-2	4-4	0	6
Totals	37-80	28-47	18	102

Ex-Cager Todd Stars

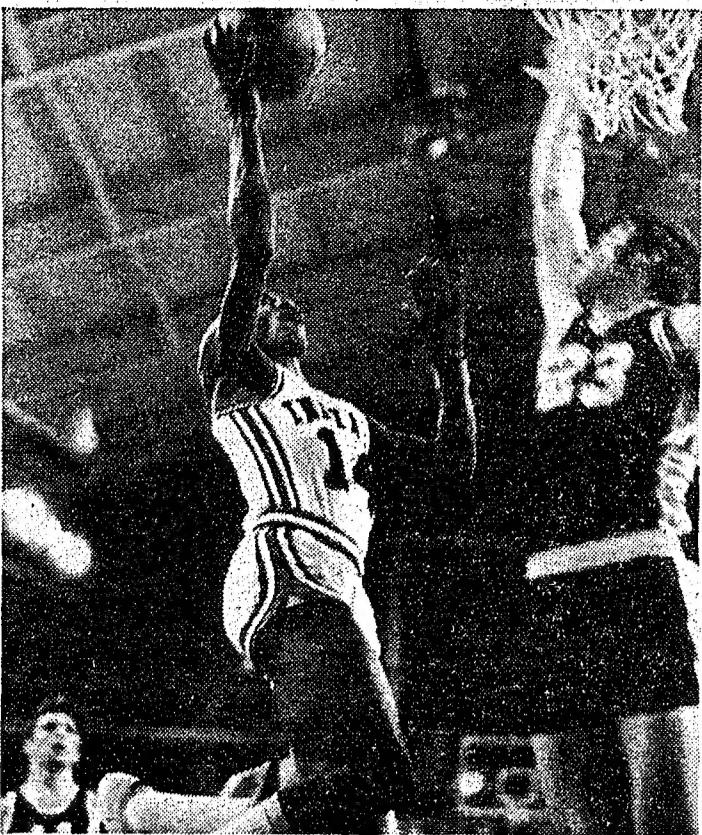
The Papooses opened the Saturday night action by dropping a close battle with the Omaha Travelers 87-85.

Leonard Todd, a UNO star last year, along with Lamont McCarty, another former Indian and Jesse Kendle paced the Travelers.

Papoose Ed Stephens tied the game at 85 apiece by a free throw with 47 seconds left but missed his second shot.

Calvin Forrest and John Nichols were high point men for the Papooses and the game with 36 and 25 points respectively.

In Friday's Issue: RMAC Cage Preview



Henry Berry, who has been a pleasant surprise so far, shows his jumping ability as he scores another bucket.

Soccer Moves Indoors For Jan 8th Fund Drive

January 8th, will go down in UNO history as an athletic first. The International Student Organization is sponsoring International Soccer Night to be held indoors in the Fieldhouse at 7:30 p.m. The event will pit the soccer "Internationals" (sponsored by the International Student Organization) against the soccer "Patriots" (sponsored by the Pen and Sword).

The gate fee will be \$1.00 for all spectators, as all proceeds are earmarked for a University fund that will provide educational assistance for the International Student Program at UNO.

The event will include an "International halftime" and a drawing of several door prizes that have been donated by local businesses in the community.

The game is designed to introduce ISO to the University and the Omaha community and to provide the needed funds for an organization that is attempting to take the initiative to insure its growth and future development.

Tickets will go on sale from today through Friday and January 4th-8th in front of the Ouampi Room from 10 a.m. to 3 p.m. daily. Tickets will also be available at the game.

Wrestling

The number one ranked Indian wrestling squad travels to Warrensburg, Mo., Thursday to meet Central Missouri State.

Last year Coach Benning's grapplers ripped CMS, 40-0. However, Central Missouri has a much tougher wrestling squad this year.

Five wrestlers remain unbeaten through the first three meets: Nate Phillips (142), Mel Washington (177), Bernie Hospodka (191) and Gary Kipfmiller (Heavyweight). Kipfmiller has pinned all his opponents to date.

Other varsity records include: Paul Martinez (118) 2-1, Mike Estes (134) 2-0, Dennis Cozad (126) 2-1, Jordan Smith (158) 2-1, Rich Emsick (167) 2-1 and Jay Lillenthorup (134) 0-1

Track Results Disappointing

UNO participants in last weekends Omaha Federation Track Meet suffered some disappointments but were treated to some pleasant showings.

Harry Johnson, last year's 50-yd. dash champ, was upset in the finals and finished second with a time of 5.3. Mike McCormick, last year's mile champ, saw his tournament record fall as he placed second to Lee Newcome of Nebraska Wesleyan.

Butch Taylor, who won the high jump last year did not participate in this meet and his record also fell. Pat Rinn had a time of 9:28.1 in the two-mile to finish third.

The Indians sole winner was the mile relay team, consisting of Willie Bob Johnson, Bill Woods, Bob Anderson and Steve Shadle. The other UNO score came with the second place effort of the two mile relay team.



New brew for the new breed

Nativity Music

UNO choral ensembles will appear in concert today at 7:30 p.m. in the MBSC.

Music of the Nativity will be featured. The program will include the Ceremony of Carols by Benjamin Britten, sung by the Camerata Women's Choir; Misa Criolla, an Argentine folk mass, sung by the University Chamber Singers; an "In Terra Pax" a contemporary cantata by the English composer Gerald Finzi, sung by the All University Oratorio Chorus.

Soloists will include William Gillsky, Judy Corbin, Eileen Formica, Joyce Mosley, Linda Hunter, Donna Abduch, Nancy Murphy, Nola Pierce, Carina Curry and Elaine Scott Messenger. Accompanists will be Linda Stuart, Karen Prasser and Phyllis Dunn.

The University Chorus will sing tomorrow during the annual Christmas party for UNO faculty and staff. The event will begin at 4 p.m. in the Student Center Ballroom. Chorus members also will sing at the all-student convocation Friday at 9:30 a.m. in the Ballroom.

During the holiday season, the chorus will appear in concert at the Nebraska Methodist Nurses Home and J.P. Lord School. The Camerata Women's Choir will perform at the AAUW Red Candle Tea and the Dean's Tea.

Vacation Hours

The Milo Bail Student Center will be closed Sunday, Dec. 20; Friday-Sunday, Dec. 25-27 and Friday-Sunday, Jan. 1. to Jan. 3.

The building will be open from 8 a.m. to 12:30 p.m. Saturday, Dec. 19; from 8 a.m. to 4:45 p.m. Dec. 21-24, and from 8 a.m. to 4:45 p.m. Dec. 28-31.

The Student Center information desk, vending area and bookstore will be open from 8 a.m.-12:30 p.m. Dec. 19; from 8 a.m.-4:45 p.m. Dec. 21-24, and from 8 a.m.-4:45 p.m. Dec. 21-24, and from 8 a.m.-4:45 p.m. Dec. 28-31.

The food service area, the cafeteria, Ballroom and Ouampli Room will be closed Dec. 19-Jan. 14.

Food Service

Student Center food service will be closed for the holidays from Dec. 21 to Jan. 2. The vending area of the Student Center will be open throughout the vacation period, and faculty and staff will be able to use this service in the bowling area.

Room 121 of the Administration Building, the coffee room, will be closed during a portion of the holiday period so that the facility may be remodeled. Plans call for providing better acoustics, three additional tables and additional stools.

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—Photo by Mark Kauffman

Christmas Party

Students in UNO's recreational leadership class sponsored a Christmas party for students of J. P. Lord school Dec. 9 in the Fieldhouse.

The party offered recreational activities such as badminton, bowling and basketball for the handicapped children.

The class is taught by Clarence Shafer, Omaha Parks and Recreation Director. "We are

putting theory into practice with this party," he said. Students participating will be required to write a term paper about their project. "The term paper can be used as a guideline for future projects," said Shafer.

Committee chairman for the party was Bob Becker.

In the picture above, one of the J. P. Lord children meets UNO's Santa Claus.

Recreation Club

The UNO Recreation Club will meet tomorrow night, Dec. 17, at 7 p.m. in the Fieldhouse.

Mr. Robert Dula, supervisor of Community Recreation and Parks, University Extension, University of Nebraska, will be guest speaker. All are urged to attend.

Biology Meeting

The biology club will meet tomorrow in Rm. 301 of Allwine Hall at 7:30 p.m. Dr. Lee Simmons, director of Henry Doorly Zoo, will speak about careers in zoology. The meeting is open to all students.



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Delta Pi's Slate Talk

Kappa Delta Pi, the education honorary, meets this afternoon at 3:30 p.m. in MBSC 312. The discussion, held in conjunction with the Student Education Association, will focus on "The Exceptional Child."

Recently initiated Kappa Delta Pi members include: Patricia Arnold, Christine Baber, Janet Barker, Lola Barsi, Lynne Boyle, Paula Boysen, Patricia Breazier, Beverly Brown, Pam Davis, Barbara Enquist, Diane Feuerberg, Marilyn Fried and Debbie Gehr.

Other new initiates are: Julia Gibson, Diane Gzekoviak, Jeanne Hamsa, Michele Henigan, Shirli Hundelt, Katherine Johnson, Jane Kelly, Betty Luchsinger, Cathy Mears, Colleen Nee, Diane Mancuso Nielsen, Janet Sharer and Rosalie Shepherd.

Kappa Delta Pi also welcomed Mary Svanda, Susan Toohey, Randi Turkel, Phyllis Vacek, Nina Wasinger, Dylas Weikert, Carol Whittle and Astra Zavorka into its membership.

Speakers Selected

Two speakers already have been scheduled for Black Heritage Week Feb. 22-26 at UNO.

Cannonball Adderley, jazz saxophonist, will discuss music and its relationship to Black culture during workshops and seminars Tuesday, Feb. 23, at UNO. The Cannonball Adderley Quintet will appear in concert at 8 that night in the Ballroom of the Student Center.

Dr. James Turner, head of Africana Studies at Cornell University, will visit UNO Feb. 25 and 26 and be involved in lectures and seminars.

Other Black Heritage Week events are in the planning stages, according to Rick David, student activities coordinator at UNO. These may include a play, films and a soul food dinner.

Black Heritage Week is sponsored by Black Liberators for Action on Campus and the Student Program Organization.

'Long Hair' Contest Due

UNO's Young Veterans Association will sponsor a "Long Hair" Contest today at noon in MBSC 315.

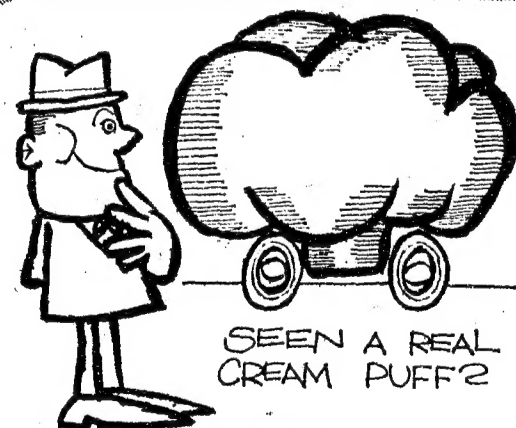
A trophy and a transistor radio will be awarded to the person with the longest hair. The second place winner will receive a trophy.

Tickets for admission to the contest will be used in a drawing for cash prizes for tuition refunds. First prize will be \$255; second prize, \$50; \$25, third prize; and two \$10 prizes.

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